

PBS TeacherLine Course Syllabus

Title

Using the Computer for Personal Productivity (formerly TECH125)

Target Audience

This course is intended for K-12 pre-service and in-service teachers who are interested in how they can use technology and Web-based tools to improve their personal and professional productivity.

Prerequisites

To successfully participate and complete the assignments in this course, the learner must:

- Have past experience using the classroom computer.
- Have past experience working with the Internet.
- Be familiar with taking an online course or have completed the PBS “Practice Learning Online with TeacherLine” course.
- Be familiar with elementary, middle, or high school educational content.

Course Description

This course is designed to help educators discover how the computer and Web-based tools, such as Web 2.0, can help them become more productive and effective in the classroom. Learners will explore technology tools to communicate with colleagues, students, and parents, create lesson plans and instructional materials, and manage electronic information. Learners also complete a Course Project that will enable them to develop and implement these innovative, Web-based tools in a plan designed specifically to improve their personal and professional productivity and positively impact student learning and achievement.

Instructor/Facilitator

See instructor/facilitator sheet

Credits

To be determined by college or university

Goals

The overall goal of this course is to develop and implement a plan to use the computer and Internet to increase personal productivity.

By the end of this course, learners will:

- Use technology to increase personal and professional productivity.
- Understand how to use technology to improve communication with parents, colleagues, and students; create lesson plans; develop teaching materials and student assessments; and manage electronic information.



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- Make best use of the software, hardware, and Web resources available at their school to improve personal productivity.
- Incorporate the use of the computer for personal productivity into their professional teaching practice.

Outline of Content and Assignments

After previewing the documents in the Course Information area, learners will proceed to Course Content to complete the following six sessions, working through each session in order. Essential information pertaining to the topic is presented within each session. Learners are asked to articulate their ideas in various forms: they are encouraged to reflect on their ideas and experiences; the discussions in the discussion forum are designed to allow learners to glean information from other learners' experiences. To finish and pass this course, learners will need to complete the Course Project. This project enables learners to use what they have learned in each session and apply it their own teaching situation. There are three parts to the Course Project:

- Part 1: Productivity Tools Inventory (due Session 5)
- Part 2: Productivity Plan Implementation (due Session 6)
- Part 3: Implementation Reflection Paper (due Session 6)

This course is designed to address ISTE's Educational Technology Standards and Performance Indicators for All Teachers. These standards define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. This course specifically addresses the following ISTE NETS*T:

NETS*T 2000: I - A, B; II - C; V- A, B, C, D

NETS*T 2008: 1D 2A 2D 3C 5A

Visit www.iste.org for a full list of the ISTE's Educational Technology Standards and Performance Indicators for All Teachers and more information about these standards.

Session 1: Outside the Classroom

Educators often find that they never have enough time in the day to complete all of the activities that support their teaching. Their "free" time outside of the classroom is spent developing lesson plans, assessing student work, preparing materials, and communicating with parents, colleagues, and administrators. In this session, learners will examine the tasks that they currently complete outside of class time and explore what productivity resources they have available at their schools.

Objectives

By the end of this session, the learner will be able to:

- Define their professional goals and expectations for this course.
- Explain their prior knowledge and experiences about productivity tools.
- Discuss the impact that better use of time outside of the classroom on the learning that takes place inside the classroom.
- Reflect on the tasks that are completed outside of the classroom that could be more efficient



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with technology and how using technology would impact classroom instruction.

- Create an inventory of technology-based productivity tools that may increase personal productivity and impact classroom instruction.

Read

- Productivity Tools Inventory
- “A Day in the life of Web 2.0”

Write Reflections

- Reflect on professional goals and expectations for the course.
- Reflect on prior knowledge using technology-based productivity tools and the successes and challenges of using those tools.
- Reflect on ways technology used to assist in responsibilities outside of the classroom could have a positive impact on what goes on inside the classroom.

Participate in Online Discussion

- Get to know each other in the Virtual Café.
- Respond to a case scenario of a teacher who has many tasks to complete outside of the classroom and identify how he could use technology to increase his personal productivity. How could using the computer in these areas increase his productivity and also impact student learning?

Watch Videos

- “The Computer for Personal Productivity”

Complete Activities and Assignments

- Course Project Part 1: Productivity Tools Inventory

Additional Resources

- Go2web20 Web site
- Web 2.0 Tools

Session 2: Communication

This session explores how the computer can help teachers make the home/school connection more efficient and productive. Learners will examine the benefits and challenges of using technology for communication. Using the productivity tools that they identified available to them at their school in Session 1, they will create their first productivity plan.

By the end of this session, learners will be able to:

- Describe and discuss how educators are using e-mail and Internet communication with colleagues, students, and parents.
- Evaluate the benefits and challenges of developing class Web pages or other online sites.
- Create a plan for using the computer to improve communication between colleagues, parents, and/or students.



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Read

- School or District Acceptable Use Policy (AUP)
- “E-mail Guidelines for Teacher and Parent Communication”
- “PBS Teachers Newsletter”
- “RSS: A Quick Guide for Educators”
- “Most Direct Route to Parents Is an E-Line

Explore Web Sites

- Blackboard
- Moddle
- SchoolNotes
- TeacherWeb
- Blogger
- Classblogmeister
- Edublogs

Watch Videos

- “RSS in Plain English”
- “Using E-mail to Communicate with Parents”
- “Blogs in Plain English”
- “Creating a Classroom Web Site”

Write Reflections

- Reflect on experiences with class Web pages, blogs, and other online communication sites.

Participate in Online Discussion

- Respond to the following: “How can e-mail help increase communication with parents, students, and colleagues? What are some challenges of using e-mail communication?”

Complete Activities and Assignments

- Plan for Improving Communication
- Course Project Part 1: Productivity Tools Inventory

Additional Resources

- From Now On – The Educational Technology Journal
- Google Reader

Session 3: Lesson Planning

This session focuses on using technology during the lesson planning process and explores how to critically evaluate online lesson plan searches, resources, and classroom materials.

By the end of this session, learners will be able to:

- Reflect on the process of using the Internet to find lesson plans.
- Explain and discuss the benefits and challenges of using the Internet to find lesson plans.



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- Create a plan for using the computer to improve lesson planning.

Explore Web Sites

- Kathy Schrock's Guide
- Kathy Schrock's Guide: Lesson Plan Links
- PBS Teachers
- ReadWriteThink
- [Thinkfinity](#)

Write Reflections

- Reflect and evaluate a lesson plan found on the Web and determine what changes might need to be made to the lesson for it to meet all students' learning needs.

Participate in Online Discussion

- Discuss benefits and challenges of using the Internet to find lesson plans.

Complete Activities and Assignments

- Plan for Improving Lesson Planning
- Course Project Part 1: Productivity Tools Inventory

Additional Resources

- "Web Search Strategies in Plain English" video

Session 4: Creating Teaching Materials and Assessments

Teachers present a lot of written information to their students in the form of handouts, tests, and notes. A computer can assist them in creating these documents. By using word processing programs and both software and Internet resources created specifically for developing teaching materials, they can publish professional-looking materials for their students. Building on the use of technology for improving lesson planning that was explored in Session 3, this session explores how technology can help learners create materials and student assessments to use during their lessons.

By the end of this session, learners will be able to:

- Locate and share a teaching tool to assist in creating classroom materials.
- Reflect on how two chosen technology tools may be used to create assessments and increase productivity.
- Create a plan for using the computer to develop teaching materials and/or assessments.

Read

- "Rubrics, Portfolios, and Tests, Oh My! Assessing Understanding in Project-Based Learning"
- "Electronic Portfolios in the K-12 Classroom"

Explore Web Sites

- Certificate Creator
- Discovery Education: Puzzlemaker
- Electronic Portfolios



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- Microsoft: Education
- NCES Kids' Zone: Graphs
- ReadWriteThink: Timelines
- Internet4Classrooms

Participate in Online Discussion

- Describe an online tool for creating classroom materials, its uses, why it is valuable and its source (URL).

Write Reflections

- Reflect on experience with using the computer to create assessments and increase productivity.

Complete Activities and Assignments

- Plan for Developing Teaching Materials And Assessments
- Course Project Part 1: Productivity Tools Inventory

Additional Resource

- Electronic Portfolios Web site

Session 5: Managing Information

The computer is an amazing tool for helping teachers to organize and manage information. They can keep track of student records and assessments, and drastically cut the amount of time spent calculating averages. During this session, learners will explore using the computer to manage information such as grades. They will also finish and submit Part 1 of the Course Project and begin working on Part 2.

By the end of this session, learners will be able to:

- Explain and discuss the ways they have used the computer and Internet to manage grades and some of the benefits and challenges of electronic grading systems.
- Create a plan for using the computer to manage information.
- Revise, update, and implement one productivity plan.

View Videos

- "Using Grading Programs"

Explore Web Sites

- Gradebook Software
- Delicious
- Google Docs
- PortaPortal

Participate in Online Discussions

- Respond to the following: What are your experiences in using an electronic grading or record-keeping program? What are the benefits and challenges involved in using an electronic system as opposed to an offline paper/pencil based system?



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Complete Activities and Assignments

- Course Project Part 1: Productivity Tools Inventory
- Plan for Managing Information
- Course Project Part 2: Productivity Plan Implementation

Additional Resources

- “Clutter In the Classroom”
- Microsoft Office Excel
- Microsoft Education: Gradebook Templates

Session 6: Adopting and Adapting Technology

In this session, learners will complete Part 2 and Part 3 of the Course Project by developing and implementing one productivity plan. Learners will also reflect on the implementation experience in a one-page paper. Finally, learners reflect on the knowledge that they have acquired in this course and how this course will impact their professional practice.

By the end of this session, learners will be able to:

- Reflect and write about the implementation of the selected productivity plan.
- Discuss how your perspective on the use of technology has changed as a result of the learning experience in this course.
- Assess their learning in this course by comparing their prior knowledge and acquired knowledge.
- Analyze the learning experience in this course by reflecting on their professional goals and expectations.

View Videos

- “The Paradigm Shift”

Write Reflections

- Reflect on acquired knowledge.
- Reflect on professional goals.

Participate in Online Discussions

- Respond to the following: What was the most valuable use of technology you learned about during this course? What steps will you take to continue to shift your use of technology for personal productivity in a positive direction?

Course Activities and Assignments

- Course Project Part 2: Productivity Plan Implementation
- Course Project Part 3: Implementation Reflection Paper

Additional Resource

- “Adopt and Adapt: Shaping Tech For the Classroom”



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Schedule

This course is scheduled to take approximately 30 hours. The number of hours identified for each course reflects time spent online, but does not reflect the total time spent completing offline coursework and assignments. All learners are different and learners will likely spend double the indicated number of hours completing all coursework depending on learning styles and work habits.

Requirements

Learners are expected to:

- Complete all assignments
- Complete assigned reflections.
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge
- Be self-directed and self-motivated
- Ask for assistance when they need it

Assessment Criteria

Learner in this course will be required to:

- Participate in discussions during each session
- Submit assignments at the end of each session
- Reflect on their learning
- Submit a course project

Overall performance will be determined by the facilitator. He/she will check that learners have met all the course requirements and will also determine if the learner has met the performance expectations for this course.

Materials (hardware, software, plug-ins)

Technical Requirements

- Word processor
- Internet service provider
- E-mail
- PBS TeacherLine required plug-ins

Academic Dishonesty Policy

To be inserted by university institution only

Evaluation

This course is evaluated on a letter grade basis, and may be available for graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

Last Update: February 3, 2012



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